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ABSTRACT

This report analyzes 40 reports published in 1993 and 1994 that reflect current national education reform initiatives. Included are three types of reports, addressing: the status of education as reflected in student outcomes, academic standards, and reform initiative implementation. Fifteen of the 40 reports address the current status of education; of these, 10 are comprehensive and cover many indicators while the remainder include reports on literacy, secondary education trends, and teacher surveys. Four documents address the desired outcomes of education and concern science literacy and national standards for geography, history, and arts education. The remaining 21 documents address the following: general issues and recommendations surrounding any reform effort; specific concerns arising from educational reform; level of federal involvement; accountability; vocational education; opportunity to learn; and standards and assessments. For each report, information is provided on: contents of the report; organizational source; whether the report contains references to students with disabilities; additional resources; and how to obtain the report. A list of publications and products of the National Center on Educational Outcomes is appended. (Contains 127 references.) (SW)

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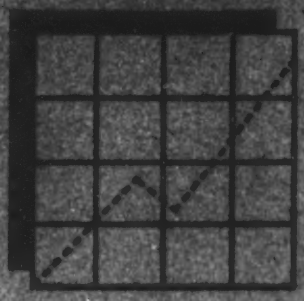

Synthesis Report Update 1994: Reports on the Status of Education, Desired Outcomes, and Reform Initiatives

National Center on Educational Outcomes

The College of Education
UNIVERSITY OF MINNESOTA

in collaboration with

St. Cloud State University
and
National Association of State Directors of Special Education

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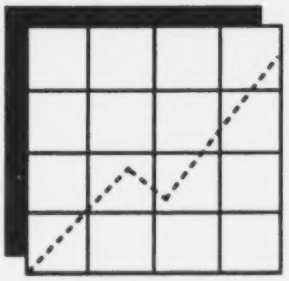

Synthesis Report Update 1994: Reports on the Status of Education, Desired Outcomes, and Reform Initiatives

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National Center on Educational Outcomes

The College of Education
UNIVERSITY OF MINNESOTA

January, 1995

The National Center on Educational Outcomes (NCEO), established in 1990, works with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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Synthesis Report Update 1994: Reports On the Status of Education, Desired Outcomes, and Reform Initiatives

Overview

The National Center on Educational Outcomes (NCEO) was established to promote national discussions on the development and assessment of outcomes for students with disabilities. As part of this directive, NCEO publishes yearly updates on major national and state activities. State activities are summarized in the NCEO report State Special Education Outcomes 1993 (Shriner, Spande, & Thurlow, 1993). The most critical national activities change from year-to-year. The 1992 Update (Madson, Gibney, Thurlow, & Ysseldyke, 1992) emphasized key policy groups and major reports that had been issued in 1991. Last year's Update (Geenen, Shin, Thurlow, & Ysseldyke, 1993) provided information on the national reform initiatives of goals, standards, and tests. Since the publication of the 1993 Update, 1994 *Goals 2000: Educate America Act* was enacted, adding two new goals and a "framework for meeting the National Education Goals" (U.S. Congress, 1993, Sec. 2). A flurry of activity preceded and followed the passage of this Act.

Policy groups continue to work to understand and facilitate the implementation of *Goals 2000* around the nation. Evidence of the many reform-directed activities can be found in numerous documents that were produced during the development of *Goals 2000*, as well as after it was signed into law. This report examines the most recent national activities by highlighting 40 reports that reflect the array of reform initiatives currently under way. To position some of these reports within the larger restructuring effort, we first summarize the paradigm shifts that the documents reflect.

Paradigm Shifts

During the past decade, America's education has been the target of much criticism and considerable reform efforts. The impetus for re-examining our educational system was a growing awareness that our youth are leaving school ill equipped for an increasingly complex and globally competitive workplace. The 1983 report A Nation at Risk (National Commission on Excellence in Education), documented the disparities between what we want our students to learn and their actual achievement. This report was followed by numerous other reports that documented over and over again, from various viewpoints, the need to improve education. As a result, there has been great demand for education reform at all levels of governance.

The recent reform movement is characterized by two kinds of changes: (a) a shift in focus from the educational *process* to the *outcomes* of education; and (b) an increase in the involvement of larger political systems (McLaughlin, Schofield, & Warren, in press). Each paradigm shift is discussed briefly.

Previous efforts to improve education emphasized the process of education (e.g., the nature of instruction) and left the responsibilities for reform to the local schools. The factors associated with the "process" of education are difficult to identify and systematically improve. Policies that target the educational process have often led to increased time spent on monitoring and compliance documentation, without producing information on whether student outcomes are improving. Recently, policymakers have begun to emphasize outcomes, thus avoiding, to some extent, having to identify and monitor the ingredients of educational success (Monk, 1992). As a result, educators are being asked more often to document the products of their educational system, rather than the process.

An outcomes perspective suggests that reform begins by measuring the educational system's current results. Future goals or standards are developed to which current outcomes are compared. The goals or standards are then expected to guide reform initiatives. In short, an outcomes perspective to reform begins by asking three questions:

(1) Where are we now? How do our students, programs and policies perform?

(2) Where would we like to be? What goals, standards or outcomes do we want students to achieve?

(3) How do we get there? What reform programs or policies are most likely to enable us to attain objectives?

These are not novel questions to reformers. However, for the first time the federal government has invested considerable resources into finding answers to these questions. This commitment began in 1969, with the creation of the National Assessment of Educational Progress (NAEP), a data collection program that attempts to document student outcomes in content areas (e.g., reading, math, science). Federal involvement has increased significantly in the past decade, as illustrated by the increase in the number and influence of federally-funded groups. Among the more recent groups are the National Council on Education Standards and Testing (NCEST), which investigated the desirability and feasibility of national education standards and testing, and the National Education Goals Panel (NEGP), which is responsible for compiling and reporting current and past student outcomes data (Geenen et al., 1993). These groups are just two of the many commissions, councils, and committees formed to explore various education issues and to make recommendations for the future. Many of these efforts culminated in the development and enactment of the 1994 *Goals 2000: Educate America Act*, representing a new era of federal involvement in education. The act outlines eight national education goals to be attained by the year 2000, offers support to achieve these goals (in the form of grants, consortia, and certifying groups); and funds the National Education Goals Panel to continue monitoring progress toward the goals.

Much of the influence of the federal government is intended to be indirect (see The Federal Role in Improving Elementary and Secondary Education, Document RI-9), through volunteer standards programs, funding incentives, and research. The research that has been conducted is broad in scope, and includes results from large scale assessment programs, policy papers on issues surrounding education reform, and profiles of current reform activities around the nation. Many of these reports were reviewed for this synthesis document.

This collection of work is intended to assist state and local education reformers by providing information to help answer the three questions of reform (Where are we now? Where do we want to be? How do we get there?). Yet, the value of these documents is determined by the extent to which they are accessible. Many state and local educators are unaware of the usefulness and even the existence of this information.

We have selected a sample of documents to illustrate the type of information that is available to guide reform efforts. It is hoped that this report will lead reformers to sources of information that will help them to avoid repeating unnecessary steps or mistakes. This synthesis report is organized in three parts, each representing one of the major questions helpful in guiding education reform. Documents are numbered within each question area as follows: (1) documents on The Status of Education are numbered with an "SE" prefix, (2) documents on the Desired Outcomes of education are numbered with a "DO" prefix, and (3) documents on Reform Initiatives are numbered with an "RI" prefix. Of course, even though it is useful to envision the major issues as separate steps toward effective reform, they are not isolated processes. Rather, they are intertwined with each other and many related issues. References are provided for the reports summarized in this Update so that those interested may obtain them.

Where Are We Now? The Status of Education

This section contains examples of reports that document student outcomes. This information is critical to reform because we need to know where we are now in order to know where we are going and whether we get there. Reformers are encouraged to examine these documents in order to draw comparisons to the performance of students in their own state or district and to collect ideas for developing and implementing state and local assessment programs (for example, SE-5: Digest of Educational Statistics

1993; SE-3: Education in States and Nations: Indicators Comparing U.S. States with OECD Counties in 1988; and SE-7: The Condition of Education 1993). When comparing the results of state or local programs to national statistics, careful consideration must be given to the similarity in the assessment methods and the characteristics of students in the comparisons. For example, students with disabilities may be included at different rates, making comparisons problematic (McGrew, Thurlow, Shriner, & Spiegel, 1992). However, national data collection programs do produce an index helpful to understanding state and local trends toward educational excellence.

Attempting to document the results of education brings a number of issues to the forefront of reform. One issue is deciding which indicators to assess and which assessment methods to use. Reformers may examine the national studies to get a sense of what data have been and can be collected. National data collection programs provide ideas for targeting indicators (graduation rate, scores on standardized tests, voting rates, course taking patterns, perceived violence in the schools, etc.).

There are three types of data that may be collected on the educational system: input, process, and outcomes. This document focuses on student outcomes in order to reflect the national reform trend toward outcome-based assessment. Yet, a sample of reports that document the input are summarized in order to reflect the context of education. Input data include information on what is brought to the classroom by the students (SE-9: Kids Count Data Book: State Profile of Child Well Being) and teachers (SE-15: America's Teachers: Profile of a Profession), as well as funding allocations. Until recently, the process of education was the focus of reform, yet few reports have been able to actually document the presence or absence of those processes associated with effective instruction. Collecting systematic data on process indicators (e.g., student time on task, classroom climate, amount of homework assigned, etc.) is very difficult. Thus, most reports that attempt to document the status of our educational system report on student outcomes (e.g., percent of students who can read at the 4th grade level; percent of students employed upon graduation, etc.). There are some reports (SE-7: The Condition of Education 1993) that include data on the inputs, process and outcomes of education.

After educational indicators are identified, reformers need to choose among many existing assessment methods. National data collection programs typically rely on traditional, multiple-choice exams of student knowledge. However, there has been a steady increase in the use of alternative assessments, such as portfolio or performance assessments (OTA, 1992). Reformers should consider the different types of information collected by these procedures. Briefly, traditional tests sample a very broad base of knowledge but lack depth. Much of the content covered by traditional tests may not match content covered by the curriculum of the students. Performance assessments attempt to tap higher-order skills, such as synthesis, problem solving and communication, but are more costly and less psychometrically sound (Taylor, 1994). Because assessment programs influence what is taught, implementing a new assessment program is often viewed as a reform initiative. Thus, examples of reports that describe performance assessments (RI-19: Performance Assessment Sampler and RI-20: CEC Mini-Library: Performance Assessment) are contained within the section on Reform Initiatives.

A total of 15 documents that address the current status of education (or rather attempt to answer "where are we now?") were selected for review. The first 10 summaries are very comprehensive, covering many indicators and generally moving from outcomes based to indicators of the inputs into education. The next summaries are more specific, including reports on literacy (SE-10 and SE-11), and trends in secondary education (SE-12 and SE-13). We conclude with two reports based on teachers' responses to surveys (SE-14 and SE-15). Below is a list of the documents included in this section.

SE-1 The National Education Goals Report, Volume One: The National Report; and Volume Two: the State Report

SE-2 National Urban Education Goals: 1992-93 Indicators Report

SE-3 Education in States and Nations: Indicators Comparing U.S. States with OECD Countries in 1988

SE-4 NAEP 1992 Trends in Academic Progress

SE-5 Digest of Education Statistics 1993

SE-6 Youth Indicators 1993

SE-7 The Condition of Education 1993

SE-8 The State of America's Children Yearbook 1994

SE-9 Kids Count Data Book: State Profiles of Child Well-Being

SE-10 NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments

SE-11 Adult Literacy in America: A First Look at the National Adult Literacy Survey

SE-12 America's High School Sophomores: A Ten Year Comparison

SE-13 The 1990 High School Transcript Study Technical Report

SE-14 The Metropolitan Life Survey of the American Teacher 1993: Violence in America's Public Schools.

SE-15 America's Teachers: Profile of a Profession

Where Do We Want to Be? The Desired Outcomes of Education

An effort to establish national standards within a particular content area was led by the National Council of Teachers of Mathematics (NCTM). Their content standards outlined what students at different grade levels should know about mathematics. States have used the NCTM standards to reform their mathematics instructional practices. Since the release of the NCTM standards, content standards have been established or are under development for a number of other fields, including the arts, civics, economics, English, foreign language, geography, history, physical education, science and social studies. A second type of standards that detail what students should be able to do (performance standards) are also being developed for many of the content areas. Performance standards define the levels of competence students are expected to demonstrate. Many of the performance standards have suggested a shift from emphasizing rote memorization and repetition to higher level skills such as problem solving (e.g., DO-1: Benchmarks for Science Literacy). State and local agencies will find the work of these national organizations to be useful for identifying specific outcomes for their students.

Broader goals may be modeled after the eight national education goals. These goal areas are:

1. Readiness to Learn
2. School Completion
3. Student Achievement and Citizenship
4. Teacher Education and Professional Development
5. Mathematics and Science
6. Adult Literacy and Lifelong Learning
7. Safe, Disciplined, and Alcohol- and Drug-Free Schools
8. Parental Participation

Currently, the federal government has established incentives in the form of financial and technical assistance to states (and from them, to the local districts) that develop standards that meet the approval of

the National Education Standards and Improvement Council (NESIC) and the National Education Goals Panel (NEGP). Thus, the effects of these national goals and standard setting activities is likely to trickle down to local levels. For more in-depth information on using the National Education Goals to organize local reform, see the NEGP Community Action Tool Kit (RI-4).

Three of the many issues that surround establishing goals or standards for students include: (a) Which stakeholders should be involved in consensus building activities? (b) How do students with disabilities fit into the standards and goals framework? and (c) Will an unintended result of national standards be a national curriculum? Finding solutions to these questions will largely determine the general acceptance of a state or district's goals. Furthermore, after the goals are identified, reformers must develop programs or policies for reaching them, including an assessment program capable of monitoring progress toward each goal.

A total of four documents that address the desired outcomes of education (or "where do we want to be?") were selected for review. All are products of standards-setting groups. The ones included here are limited to those that were final products. Other standards-setting groups are listed in the Additional Resources section. The reports are:

DO-1 Benchmarks for Science Literacy

DO-2 Geography for Life: The National Geography Standards

DO-3 National History Standards Project: Progress Report and Sampler of Standards

DO-4 National Standards for Arts Education: What Every Young American Should Know and be Able to Do in the Arts

How Do We Get There? Reform Initiatives

After educational goals are established, reformers are responsible for designing programs or policies that move the educational system toward achieving the goals. They must address two types of issues: those that accompany reform in general, and those that surround the selection of a particular program or policy.

Implementing reform is associated with overcoming specific barriers, primarily a system's resistance to change (see RI-1: A Guide to Building Support for Education Reform; and RI-2: Transforming Education: Overcoming Barriers). In addition, general issues concerning the equity of reform efforts (see RI-5: Assessment, Equity, and Diversity in Reforming America's Schools), such as the impact of reform upon students with disabilities (see RI-6: Education Reforms and Special Education: The Era of Change for the Future; and RI-7: Serving the Nation's Students with Disabilities: Progress and Prospects) may need to be addressed before more specific plans are examined.

Reformers should also prepare for issues that arise from particular initiatives. For example, reformers interested in establishing an accountability program will need to consider the level of accountability (see RI-11: Issues and Recommendations Regarding Implementation of High School Graduation Tests), identifying stakeholders, sanctions and rewards, the type of accountability information to base decisions upon, inclusion of students with disabilities (see RI-10: Issues and Options in Outcome-Based Accountability for Students with Disabilities), and many other potential barriers or sources of unintended negative effects. There are many reform options from which to choose. Among the most popular are opportunity to learn standards (OTL), outcome-based education (OBE), accountability, and decentralization. These, as well as other initiatives, are evaluated within a number of policy documents. Issues that accompany each reform effort are addressed and may help the reformer avoid unforeseen barriers to the design, implementation, and maintenance of the reform effort. A sample of 21 of these policy evaluation documents and case studies of innovative reform efforts are included in this report.

The documents reviewed in this Synthesis Report that address "how do we get there" have been ordered from general to specific. The first four selected documents (RI-1 through RI-4) relate to general issues and recommendations that surround any type of reform effort. The next three summaries (RI-5 through RI-7) describe documents that address specific concerns that arise from an educational reform process. The remaining 14 documents selected for review (RI-8 through RI-21) focus on one or two educational areas or characteristics currently targeted for reform (e.g., level of federal involvement, accountability, vocational education, opportunity to learn, standards, assessments). Below is a list of the documents that address reform initiatives:

RI-1	A Guide to Building Support for Education Reform
RI-2	Transforming Education: Overcoming Barriers
RI-3	What Communities Should Know and Be Able to Do About Education
RI-4	Community Action Tool Kit
RI-5	Assessment, Equity, and Diversity in Reforming America's Schools
RI-6	Education Reforms and Special Education: The Era of Change for the Future
RI-7	Serving the Nation's Students with Disabilities: Progress and Prospects
RI-8	Education Issues of the 1990s
RI-9	The Federal Role in Improving Elementary and Secondary Education
RI-10	Issues and Options in Outcomes-Based Accountability for Students with Disabilities
RI-11	Issues and Recommendations Regarding Implementation of High School Graduation Tests
RI-12	Building a System to Connect School and Employment
RI-13	Transition from School to Work: States Are Developing New Strategies to Prepare Students for Jobs.
RI-14	Vocational Education: Status in School Year 1990-1991 and Early Signs of Change at Secondary Level
RI-15	The Debate on Opportunity-to-Learn Standards
RI-16	Opportunity to Learn: Issues of Equity for Poor and Minority Students
RI-17	Improving Student Performance: New Strategies for Implementing Higher Standards
RI-18	Measuring What Counts: A Conceptual Guide for Mathematics Assessment
RI-19	Performance Assessment Sampler
RI-20	CEC Mini-Library: Performance Assessment

RI-21 Violence and Youth: Psychology's Response

Students with Disabilities

Students with disabilities have been most affected by educational policies targeted for special education. Historically, legislation has singled-out students with disabilities in an attempt to secure equity in education. Often the result of such legislation was greater inclusion of students with disabilities within general education classrooms. Yet, students with disabilities have traditionally been excluded from the larger context of national reform (McLaughlin et al., in press). For example, special education students participate in large scale assessments at a much lower rate than general education students (McGrew et al., 1992). In addition, like the NCTM standard-setting effort, many standards-setting efforts initially failed to consider the inclusion of students with disabilities (Shriner, Ysseldyke, & Thurlow, 1994). Much of the literature on education reform does not address the implications of reform for students with disabilities. However, the Educate America Act is clear in its directive to be legislation for all students (Thurlow, Ysseldyke, & Geenen, in press). The language of the Act explicitly requires the consideration of students with disabilities in planning reform initiatives. In fact, the Act includes funding for a study on how students with disabilities are affected by Goals 2000. Thus, Goals 2000 represents an effort to improve the educational outcomes of all students. This report highlights the attention devoted to students with disabilities within each of the selected documents. A brief glance at this information illustrates the paucity of information on the impact of national reform on students with disabilities. The National Center on Educational Outcomes (NCEO) has produced a number of documents that specifically address this issue (see Appendix A for a publication list). The NCEO documents are not summarized within this Update report.

Selection of Documents

The 40 documents summarized in this report were selected on the basis of their timeliness, representativeness, and pertinence to national reform initiatives. Only reports published in the years 1993 and 1994 were considered. An attempt was made to select at least one report from each major national group, and this report was to be indicative of the organizations' overall functioning. Reports that specifically address one of the three questions of reform, identified earlier, were selected. Most of the reports were sampled from the NCEO literature data base. This data base has been in existence for four years and contains more than 2500 documents. The data base was developed to support NCEO's mission to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. The documents are not primarily focused on students with disabilities, but relate to educational assessment, accountability, standards, outcomes, indicators, and reform in general. In addition, newsletters were searched for announcements of major reports. Periodicals (journal articles, newspapers, newsletters, etc.) were not included in this report because of the desire to focus on major reports. There may be other reports not included in this synthesis that would have served the purpose of this Update just as well. Thus this Update is representative of the documents on reform produced in the last two years, but does not contain a complete listing. Additional resources that may be of interest to reformers include: (a) A Teacher's Guide to the U.S. Department of Education; and (b) Programs and Plans of the National Center for Educational Statistics, 1993 Edition (Office of Intergovenmental and Interagency Affairs, 1993, Davis and & Sonneberg, 1993). These documents provide an index of recent and future Department of Education and NCES publications on reform.

The summaries provided here include information that will facilitate the selection of documents for further reading. We have identified the source(s) of the document, including any organization that provided the ideas or funding for the report, or helped to collect data or write the report. Many of the "additional resources" listed within the summaries are produced by one or more of the organizations identified within the "source." The address of the publisher is provided along with a short description of the report. We searched each of the reports to note any reference to students with disabilities; this information is provided with each summary.

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Where Are We Now? The Status of Education

This section summarizes examples of reports that document student educational outcomes and indicators of the context in which children live and learn. The reports that are summarized are the following:

SE-1 The National Education Goals Report, Volume One: The National Report; and Volume Two: The State Report

SE-2 National Urban Education Goals: 1992-93 Indicators Report

SE-3 Education in States and Nations: Indicators Comparing U.S. States with OECD Countries in 1988

SE-4 NAEP 1992 Trends in Academic Progress

SE-5 Digest of Education Statistics 1993

SE-6 Youth Indicators 1993

SE-7 The Condition of Education 1993

SE-8 The State of America's Children Yearbook 1994

SE-9 Kids Count Data Book: State Profiles of Child Well-Being

SE-10 NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments

SE-11 Adult Literacy in America: A First Look at the National Adult Literacy Survey

SE-12 America's High School Sophomores: A Ten Year Comparison

SE-13 The 1990 High School Transcript Study Technical Report

SE-14 The Metropolitan Life Survey of the American Teacher 1993: Violence in America's Public Schools

SE-15 America's Teachers: Profile of a Profession

Of these 15 documents on the status of education, nine make no mention at all of students with disabilities. Only one document (SE-11) mentions individuals with disabilities and provides information on performance.

Status of Education Desired Outcomes Reform Initiatives
SE-1

The National Education Goals Report
Volume One: The National Report
Volume Two: The State Report

AUTHOR: National Education Goals Panel (NEGP)
DATE: 1994
SOURCE: National Education Goals Panel

TO OBTAIN: National Education Goals Panel
1850 M Street, NW, Suite 270
Washington, DC 20036

ADDITIONAL RESOURCES: Summary Guide (NEGP, 1992); Handbook for Local Goals Reports (NEGP, 1992); Community Action Tool Kit (NEGP, 1994).

DESCRIPTION OF REPORT: The National Education Goals Panel is responsible for recording state and national progress toward the attainment of the National Education Goals. Six goals were originally identified by the National Governors' Association and former President Bush. The goals were: (1) readiness for school; (2) high school completion; (3) student achievement and citizenship; (4) science and mathematics; (5) adult literacy and lifelong learning; (6) safe, disciplined and drug-free schools. In March 1994, Congress passed the Goals 2000: Educate America Act. Two goals were added to the original six. The new goals were parent involvement and teacher training. Indices of progress toward these goals are not included in the 1994 goals reports because core indicators had not yet been selected.

The 1994 National Education Report is the central document to this collection. It focuses on a set of 16 core education indicators that are policy-actionable, set challenging benchmarks for performance, and identify national and state data gaps. This report also identifies actions that state and local governments should take to enhance progress toward the goals.

Volume 1: The National Report. This report identifies what we know about current performance on each of the original six goals. Some trend data are presented and information that updates last year's report is highlighted. Most of the reported information is from federally funded large-scale assessment programs (e.g., National Assessment of Educational Progress; National Adult Literacy Survey; National Education Longitudinal Study of 1988).

Volume 2: State Reports. This report presents data for each state and territory on indicators for the six national education goals and their objectives. A common reporting format allows states to compare their results to other states or to their own baseline.

STUDENTS WITH DISABILITIES: The reports document some characteristics of preschoolers with disabilities (related to Goal 1). No other mention of students with disabilities is made. The extensiveness of the exclusion of students with disabilities from the data collection programs that are the source of data is not noted.

Status of Education Desired Outcomes Reform Initiatives
SE-2

National Urban Education Goals: 1992-93 Indicators Report

AUTHOR: Council of Great City Schools
DATE: 1994
SOURCE: Council of Great City Schools

TO OBTAIN: The Council of Great City Schools
1301 Pennsylvania Avenue, NW
Suite 703
Washington, DC 20004

ADDITIONAL RESOURCES: National Urban Education Goals: Baseline Indicators 1990-91 and Toward Achieving the Goals: Projects of the Partners in the 1991 Urban Education Summit (both Council of Great City Schools, 1992); Critical Educational Trends: A Poll of America's Urban Schools (Council of Great City Schools, 1993).

DESCRIPTION OF REPORT: The National Urban Education Goals, based on the National Education Goals established by the President and Governors in the fall 1989, were developed to address the unique needs of urban schools. The Council of Great City Schools believes that the adoption of goals and standards must be accompanied by programs to assess student progress toward the goals as well as accountability for results. By the year 2000, the Council will have developed and implemented an action plan to meet the Urban Education Goals and mobilized efforts to assist city schools in carrying out the plan.

This indicators report is the second one published by the Council. It continues the Council's Urban Education Initiative to assist federal legislators in meeting urban goals. The indicators report presents data from a 1993 survey of the nation's 50 largest urban public school systems The study focuses on the progress made by the Great City Schools in the 1990-91 school year. Though the Council has its own Urban Education Goals, it does link the Urban goals and information on progress toward these goals to the eight National Education Goals. Thus, this report is one of the first documents to publish information on progress toward all eight National Education goals.

STUDENTS WITH DISABILITIES: The percentages of students with disabilities in Great City Schools are compared to national rates. These figures are reported within the larger category of students with "special needs," which includes students with disabilities, students receiving free/reduced lunch, students with limited English proficiency, and students receiving AFDC.

Status of Education Desired Outcomes Reform Initiatives
SE-3

Education in States and Nations: Indicators Comparing U.S. States with OECD Countries in 1988

AUTHOR: Sagalnik, L. H., Phelps, R. P., Bianchi, L., Nohara, D., & Smith, T. M.
DATE: 1993
SOURCE: National Center for Education Statistics (NCES), Office of Educational Research and Improvement (OERI)

TO OBTAIN: Education Information Branch
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5641

ADDITIONAL RESOURCES: Making Education Count: Developing and Using International Indicators (OECD, 1994); Survey of Mathematics and Science Opportunities: Research Report Series No. 56. Third International Mathematics and Science Study (TIMSS): Concepts, Measurements, and Analyses (Schmidt, 1993); Toward World-Class Standards: A Research Study Linking International and National Assessments (Prashly & Phillips, 1993).

DESCRIPTION OF REPORT: In an effort to facilitate international comparisons of education, 16 indicators were identified and reported. Indicators can be grouped into four categories: background, participation, outcomes, and finance. Data are reported by country and by state, allowing for country-to-country, state-to-state, and country-to-state comparisons. The report is an initial attempt at comparisons of this nature, and is intended to be a first step rather the conclusion of a study. Among the indicators are:

- Population and area
- Participation in formal education
- University enrollment
- Educational attainment of the population
- Current public expenditure on education as a percentage of Gross Domestic Product/Gross State Product per capita
- Youth and population
- Upper secondary enrollment
- Mathematics achievement
- Current public expenditure per student

Data for the report were drawn from several existing data collection programs:

- Center for Educational Research and Innovation (OERI)—International Indicators Project
- National Center for Education Statistics (NCES)—International Assessment of Educational Progress (IAEP); Common Core of Data (CCD); Integrated Postsecondary Education Data System (IPEDS); National Assessment of Educational Progress (NAEP); Schools and Staffing Survey (SASS)
- Bureau of the Census—Current Population Survey

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education Desired Outcomes Reform Initiatives
SE-4

NAEP 1992 Trends in Academic Progress

AUTHOR: Mullis, I. V., Dossey, J. A., Campbell, J. R., Gentile, C. A., O'Sullivan, C., & Latham, A.S.
DATE: July, 1994
SOURCE: National Center for Education Statistics (NCES)

TO OBTAIN: Report No. 23-TR01
Education Information Branch
Office of Educational Research and Improvement
555 New Jersey Avenue NW
Washington, DC 20208-5641

ADDITIONAL RESOURCES: Programs and Plans of the National Center for Education Statistics (Davis & Sonnenberg, 1993).

DESCRIPTION OF REPORT: This report documents the past two decades of NAEP results. Academic progress trends are available for science (1969-1992), mathematics (1973-1992), reading (1971-1992), and writing (1984-1992). Trends for these content areas are presented for grades 4, 8, and 12 by race/ethnicity and gender. Indicators include performance on NAEP tests, and student self-report on activities such as pages read in school and for homework, computer usage, frequency of reading for fun, courses taken, and amount of television viewing. The percentage of students that demonstrated mastery at five different proficiency levels is provided as a criterion-based index. The levels of proficiency attempt to define the skills students are able to demonstrate. For example, the levels of reading proficiency are:

Level 150: Simple, Discreet Reading Tasks
Readers at this level can follow brief written directions, and select words to describe a picture.

Level 200: Partially Developed Skills and Understanding
Readers can locate and identify facts from simple paragraphs, stories and news articles. They can combine ideas and make inferences from short, uncomplicated passages.

Level 250: Interrelated Ideas and Makes Generalizations
Readers at this level can search for, locate and organize information from lengthy passages. They can draw more complicated inferences.

Level 300: Understand Complicated Information
Readers can understand, analyze and integrate less familiar material about topics studied at school, and provide reaction to and explanation of the text.

Level 350: Learn from Specialized Reading Materials
Readers at this level can extend and restructure the ideas presented in specialized and complex texts.

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education Desired Outcomes Reform Initiatives
SE-5

Digest of Education Statistics 1993

AUTHOR: Snyder, T. D., & Hoffman, C. M.
DATE: October, 1993
SOURCE: National Center for Education Statistics (NCES), Office of Educational Research and Improvement (OERI)

TO OBTAIN: U.S. Government Printing Office
Superintendent of Documents
Mail Stop: SSOP
Washington, DC 20402-9328

ADDITIONAL RESOURCES: A pocket digest is also available.

DESCRIPTION OF REPORT: Published annually by the National Center for Education Statistics (NCES), the Digest of Education Statistics provides a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. This year the volume is 496 pages, contains 412 tables and 34 figures. Titles of some of the tables are:

- Enrollment and enrollment rates
- Educational attainment
- Estimates of school-age population by race and sex
- Household income and poverty rates
- Public's level of confidence in various institutions
- Governmental expenditures, by level of government and function
- Public elementary and secondary students, schools, pupil-teacher ratios and finances by type of locale
- Scores on Graduate Record Examination (GRE) and subject matter tests
- Public and private school students receiving publicly funded ECIA Chapter 1 services, by selected school characteristics

STUDENTS WITH DISABILITIES: A few tables focus on students with disabilities. These are:

- Enrollment of students with disabilities in post secondary institutions
- Number of children with disabilities served by federal programs, by disability type
- Percent distribution of special education services, by educational environment
- Number of children 3 to 5 served under the Individuals with Disabilities Education Act and Chapter 1 of he Education Consolidation and Improvement Act, by state
- Employment status, wages earned, and living arrangements of special education students out of high school more than 1 year: 1987
- Students with disabilities exiting the educational system, by age, type of disability

Status of Education Desired Outcomes Reform Initiatives
SE-6

Youth Indicators 1993

AUTHOR: Snyder, T. D., & Fromboluti, C. S.
DATE: October, 1993
SOURCE: National Center for Education Statistics (NCES), Office of Educational Research and Improvement (OERI)

TO OBTAIN: U.S. Government Printing Office
Superintendent of Documents
Mail Stop: SSOP
Washington, DC 20402-9328

ADDITIONAL RESOURCES: Previous editions of Youth Indicators (first published in 1989).

DESCRIPTION OF REPORT: This 145 page report is a statistical compilation of data on the world of young people. It includes information on family structure, economic factors, school demographics, school outcomes, extra-curricular activities, health information, citizenship/values, future trends, etc. It is intended for policymakers as a context for viewing trends in the well-being of youth. Among the pieces of information in the report are the following:

- By 1996, total elementary and secondary enrollments are projected to surpass the previous high set in 1971 and are expected to continue to rise into the next century.
- Birth rates for unmarried teenagers are rising.
- Many children are now living in single parent homes -- 57% of African-American children, 19% of white children, and 29% of Hispanic children.
- A greater percentage of students completed high school in 1991 than in 1950 (85% and 53%, respectively).
- On the whole, student achievement is rising slowly.
- Though motor vehicle accidents continue to be the leading cause of death among 15-24 year olds, the rate is lower now than in 1960.
- The proportion of students who thought religion was important in their lives dropped from 65% in 1980 to 58% in 1991
- The number of arrests per 1,000 adults (18-24) more than doubled between 1965 and 1990.
- In 1992, slightly more than one-third of those who had dropped out of high school the previous year were employed; more than three-fifths of that year's high school graduates who did not attend college were employed.

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education Desired Outcomes **Reform Initiatives**
SE-7

The Condition of Education 1993

AUTHOR: Asalom, N., Fischer, G. E., Ogle, L. T., Rogers, G. T., & Smith, T. M.
DATE: 1993
SOURCE: National Center for Education Statistics (NCES)

TO OBTAIN: U.S. Government Printing Office
Superintendent of Documents
Mail Stop: SSOP
Washington, DC 20402-9328

ADDITIONAL RESOURCES: Digest of Education Statistics, the NCES major annual compendium.

DESCRIPTION OF REPORT: This annual statistical report is mandated by P.L. 100-297. Key data that measure the health of education, monitor important developments, and show trends in major aspects of education are divided into six areas:

- Access, participation, and progress
- Achievement, attainment, and curriculum
- Economic and other outcomes of education
- Size, growth, and output of educational institutions
- Climate, classrooms, and diversity in educational institutions
- Human and financial resources of educational institutions

Within each section, indicators on issues in elementary and secondary education are integrated with issues in postsecondary education to reflect the continuity of educational experiences.

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education Desired Outcomes Reform Initiatives
SE-8

The State of America's Children Yearbook 1994

AUTHOR: Children's Defense Fund
DATE: 1994
SOURCE: Children's Defense Fund (CDF)

TO OBTAIN: Children's Defense Fund
25 E Street, NW
Washington, DC 20001

ADDITIONAL RESOURCES: The State of America's Children: 1991 (CDF, 1991); The State of America's Children: 1992 (CDF, 1992); Child Poverty Up Nationally and in 33 states (CDF, 1992); City Child Poverty Data (CDF, 1992).

DESCRIPTION OF REPORT: This report has measures of the well-being of America's children represented statistically and in written format. Information is presented within the following categories:

- Family income
- Health
- Children and families in crisis
- Child care and early childhood development
- Housing and homelessness
- Hunger and nutrition
- Adolescent pregnancy prevention and youth development
- Violence

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education Desired Outcomes Reform Initiatives
SE-9

Kids Count Data Book: State Profiles of Child Well-Being

AUTHOR: Annie E. Casey Foundation
DATE: 1994
SOURCE: Annie E. Casey Foundation

TO OBTAIN: Annie E. Casey Foundation
Suite 420N
111 Market Place
Baltimore, MD 21202
(410) 234-2872

ADDITIONAL RESOURCES: Previous editions of Kids Count Data Book, published annually.

DESCRIPTION OF REPORT: This annual 168 page book profiles the condition of America's children in 1994 by measuring 10 key indicators of child (and adolescent) health, education, and socioeconomic status. Measures are compared to a baseline year, 1985. The 1994 volume focuses on "environments of risk," looking at the communities of America's children. The 10 indicators are:

- Percent low birth-weight babies
- Infant mortality rate
- Child death rate
- Percent of all births that are to single teens
- Juvenile violent crime arrest rate
- Percent graduating from high school on time
- Percent of teens not in school and not in labor force
- Teen violent death rate
- Percent of children in poverty
- Percent of children in single-parent families

These indicators are presented for the nation and state by state. The 10 indicators are presented for each state with a graph showing trends since 1985. In addition, each indicator is presented with the states in rank order.

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education Desired Outcomes Reform Initiatives
SE-10

NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments

AUTHOR: Mullis, I. V. S., Campbell, J. R., & Farstrup, A. E.
DATE: 1993
SOURCE: National Center for Education Statistics (NCES), Office of Educational Research and Improvement (OERI)

TO OBTAIN: Education Information Branch
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5641

ADDITIONAL RESOURCES: NAEP 1992 Trends in Academic Progress (Mullis, Dossey, Campbell, Gentile, O'Sullivan, & Latham, 1994); Interpreting NAEP Scales (Phillips, Mullis, Broque, Williams, Hambleton, Owen, & Barton, 1993); Executive Summary of the NAEP 1992 Mathematics Report Card for the Nation and the States: Data from the National and Trial State Assessments (Mullis, Dossey, Owen, & Phillips, 1993); Reading Framework for the 1992 National Assessment of Educational Progress: NAEP Reading Consensus Project (NAGB, 1992).

DESCRIPTION OF REPORT: This report was mandated by Congress. Reading data have been collected and reported for nearly 25 years. Reading assessments (National Assessment of Educational Progress [NAEP]) have been given to scientifically selected samples of youth attending public and private schools and enrolled in grades 4, 8, and 12. Nearly 140,000 students were assessed. Data in this report are summarized on the NAEP reading proficiency scale ranging from 0 to 500. The reading assessment measured three global purposes for reading: reading for literary experience, reading to gain information, and reading to perform a task.

STUDENTS WITH DISABILITIES: NAEP states its intent to assess all selected students, but provides guidelines for exclusion of students who have limited English proficiency (LEP) and students with disabilities who have an Individualized Education Plan (IEP).

Status of Education Desired Outcomes Reform Initiatives
SE-11

Adult Literacy in America: A First Look at the National Adult Literacy Survey

AUTHOR: Kirsch, I. S., Jungeblut, A., Jenkins, L., & Kolstad, A.
DATE: 1993
SOURCE: National Center for Education Statistics (NCES)

TO OBTAIN: Education Information Branch
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5641

ADDITIONAL RESOURCES: Reaching the Goals, Goal 5: Adult Literacy and Lifelong Learning (NEGP - Goal 5 Work Group, 1993); Assessing Literacy: The Framework for the National Adult Literacy Survey (Campbell, Kirsch, & Kolstad, 1992); Literacy: Profiles of America's Young Adults, Final Report (Kirsch & **Jungeblut**, 1986).

DESCRIPTION OF REPORT: This report describes the types and levels of literacy skills demonstrated by adults in this country. It analyzes the variation in skills across major subgroups in the population (e.g., sex, age, race/ethnicity). The literacy skills fall into three categories: prose literacy, document literacy, and quantitative literacy. It also explores connections between literacy skills and social and economic variables such as voting, economic status, weeks worked, and earnings. Nearly 13,600 individuals aged 16 and older, about 1,000 adults in each of the twelve states (ones that chose to participate in a special study designed to provide state-level data), and 1,100 inmates from federal and state prisons provided data.

STUDENTS WITH DISABILITIES: Literacy levels and proficiencies are reported disaggregated by type of illness, disability, or impairment. The results indicate that twelve percent of respondents said they had a disability, illness or impairment. The literacy levels and proficiencies of this group were much lower than those of the total population. Some conditions appear to have a stronger relationship with literacy than others. For example, adults with mental retardation were four times more likely than their peers in the total population to perform at the lowest level on prose, document, and quantitative scales.

Status of Education Desired Outcomes Reform Initiatives
SE-12

America's High School Sophomores: A Ten Year Comparison

AUTHOR: Rasinski, K.A., Ingels, S., Rock, D.A., Pollack, J.M., & Wu, S.
DATE: 1993
SOURCE: National Center for Education Statistics (NCES), Office of Educational Research and Improvement (OERI)

TO OBTAIN: Contact: Shi-Chang Wu (202) 219-1425
U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402-9328

ADDITIONAL RESOURCES: High School and Beyond: A National Longitudinal Study for the 1980s. Characteristics of High School Students Who Identify Themselves as Handicapped (Owings & Stocking, 1985); The Tested Achievement of the National Education Longitudinal Study of 1988: Eighth Grade Classes (Rock, Pollack & Hafner, 1991); How Well Are Youth With Disabilities Really Doing? A Comparison of Youth With Disabilities and Youth In General (Marder & D'Amico, 1992); What Makes a Difference During the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data (Marsh, 1992); High School and Beyond: Fourth Follow-Up (National Opinion Research Center, 1992).

DESCRIPTION OF REPORT: Using two National Center for Education Statistics (NCES) longitudinal studies, a comparison is made of high school sophomores in 1980 and 1990. Information reported includes: identifying changes in in-school and out-of-school activities, academic achievement, self concept and values, plans and aspirations. This study concludes that "some academic progress was achieved in the 1980s, and...the movement toward increased excellence was accompanied by some gains in equity as well" (p. 54). The following is a sampling of conclusions:

- Reported placement in college preparatory programs increased overall (from 33% in 1980 to 41% in 1990).
- Overall, there was a gain in mathematics achievement.
- Although white and Asian math achievement levels continue to be higher, black and Hispanic students closed some of the gap by making proportionately greater gains in mathematics achievement than their white or Asian counterparts.
- Forty-one percent (41%) of 1980 sophomores and 41% of 1990 sophomores reported reading at least once or twice a week for pleasure.
- The proportion of sophomores who agreed strongly that they felt good about themselves increased from 30% to 35%.
- Marriage and family was rated as very important by 83% of sophomores in 1980 but only 72% in 1990.
- Fifty-nine percent (59%) of 1980 sophomores reported their fathers recommended they go to college; 77% of 1990 sophomores reported this recommendation.
- Thirty-two percent (32%) of 1980 sophomores reported their guidance counselor urged them to attend college after high school; 65% did so in 1990.

The data cited are from two national surveys: High School and Beyond and the National Education Longitudinal Study of 1988.

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education Desired Outcomes Reform Initiatives
SE-13

The 1990 High School Transcript Study Technical Report

AUTHOR: WESTAT
DATE: 1993
SOURCE: National Center for Education Statistics (NCES)

TO OBTAIN: WESTAT
1650 Research Boulevard
Rockville, MD 20805

ADDITIONAL RESOURCES: High School Transcript Study, 1987 (NCES, 1989); The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987 and 1982 High School Graduates (NCES, 1993).

DESCRIPTION OF REPORT: This study provides information on current course offerings and students' course-taking patterns in the nation's secondary schools. Since similar studies were conducted of 1982 and 1987 graduates, changes in these patterns can be studied. Data from this study permit analysts to investigate the impact of the "New Basics" curriculum introduced in the 1980s. Another research objective was to compare course-taking patterns to results on the 1990 National Assessment of Educational Progress.

STUDENTS WITH DISABILITIES: The report states that school staff were asked to determine whether students with limited English proficiency (LEP) and students with disabilities on Individualized Education Programs (IEPs) could be assessed. Student exclusion rates were reported as 4.9% for public schools and .9% for private schools.

Status of Education Desired Outcomes Reform Initiatives
SE-14

The Metropolitan Life Survey of the American Teacher 1993: Violence in America's Public Schools

AUTHOR: Louis Harris and Associates, Inc.
DATE: 1993
SOURCE: Metropolitan Life Insurance Company

TO OBTAIN: Louis Harris and Associates, Inc.
630 Fifth Avenue
New York, NY 10111
(212) 698-9600

ADDITIONAL REPORTS: The results of some of Metropolitan Life's previous surveys can be found in: Teachers Respond to President Clinton's Education Proposals (Lou Harris and Associates, Inc., 1993); The Second Year: New Teachers' Expectations and Ideals (Lou Harris and Associates, Inc., 1990); and Preparing Schools for the 1990s (Lou Harris and Associates, Inc., 1989).

DESCRIPTION OF REPORT: This 1993 national survey of 1,000 teachers, 1,180 students, and 100 police officials focuses on their opinions and experiences regarding violence in or around public schools. Respondents were asked about the types of violent incidents that may occur in and around schools, about the factors that contribute to violence in the schools, and about how violence or the threat of violence affects them individually. Some possible solutions to the problem of school violence are examined in the concluding chapter. A sampling of the major findings follows:

- Seventy-seven percent (77%) of public school teachers feel very safe when they are in or around school.
- Only 50% of students feel very safe when they are in or around school; 40% feel somewhat safe.
- 22% of students are somewhat worried or very worried about being hurt by someone else when they are in or around school.
- One quarter of public school students watch at least four hours of television on a regular school day, and among students with generally poor grades, the number climbs to one-third.
- Ninety-seven percent (97%) of teachers believe their colleagues intervene when they encounter violent incidents; only 44% of students believe that teachers report all incidents of violence that occur.

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education Desired Outcomes Reform Initiatives
SE-15

America's Teachers: Profile of a Profession

AUTHOR: Choy, S.P., Bobbitt, S.A., Henke, R.R., Medrich, E.A., Horn, L.J., & Lieberman, J.
DATE: May, 1993
SOURCE: National Center for Education Statistics (NCES), Office of Educational Research and Improvement (OERI)

TO OBTAIN: U.S. Government Printing Office
Superintendent of Documents
Mail Stop: SSOP
Washington, DC 20402-9328

ADDITIONAL REPORTS: Schools and Staffing Survey: Teachers Demand and Shortage Questionnaire for Public School Districts (NCES, 1987-1988); A preliminary Report of National Estimates From the National Progress 1992 Mathematics Assessment (Elliot, Mullis, Dossey, Owen, & Phillips 1993).

DESCRIPTION OF REPORT: Using six major surveys conducted by the National Center for Education Statistics (NCES) in 1987-1988, this report profiles America's teachers. In a nontechnical manner, it covers a wide variety of topics, including: size and demographic characteristics of the teaching work force, teacher supply and demand, teacher education and qualifications, the use of resources in the school and classroom, teacher compensation, and teachers' opinions about various aspects of teaching. Below is a small sampling of the data for 1987-1988:

- Seventy-seven (71%) of teachers were female.
- In public schools, 13% of teachers and 29% of students were minorities.
- Only 58% of newly qualified teachers were employed as teachers the year after they graduated; however, 28% of newly qualified teachers did not apply for teaching jobs
- About one-half of all teachers earned an advanced degree.
- Ninety percent (90%) of public school teachers and 84% of private school teachers were employed full time as teachers.
- The average public school class size was 25.0; for private schools it was 21.7. In special education, the average public school class size was 16.6; for private schools it was 11.0.
- Forty-three percent (43%) of teachers received income from a source other than a school in addition to their base salary.

Data for the report were drawn from several existing data collection programs:

- Schools and Staffing Survey (SASS)
- National Assessment of Educational Progress (NAEP)
- National Education Longitudinal Study of 1988 (NELS:88)
- Common Core of Data (CCD)
- Recent College Graduate Studies (RCG)
- National Survey of Postsecondary Faculty (NCOPF)

STUDENTS WITH DISABILITIES: Contains information about special education teachers when data are reported by main teaching assignment.

Where Do We Want to Be? The Desired Outcomes of Education

This section summarizes examples of reports that designate what students should know (content standards) and be able to do (performance standards) as a result of education. The reports that are summarized are the following:

DO-1 Benchmarks for Science Literacy

DO-2 Geography for Life: The National Geography Standards

DO-3 National History Standards Project: Progress Report and Sampler of Standards

DO-4 National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts.

Of these four documents on the desired outcomes of education, none specifically mention students with disabilities.

Status of Education | **Desired Outcomes** **DO-1** | Reform Initiatives

Benchmarks for Science Literacy

AUTHOR: Project 2061, American Association for the Advancement of Science
DATE: 1993
SOURCE: Project 2061, American Association for the Advancement of Science (AAAS)

TO OBTAIN:
Oxford University Press, Inc.
200 Madison Avenue
New York, NY 10016

Project 2061 Benchmarks
AAAS
1333 H Street, NW
Washington, DC 20005

ADDITIONAL RESOURCES: Science for All Americans (American Association for the Advancement of Science, 1989).

DESCRIPTION OF REPORT: Benchmarks for Science Literacy is the result of a grassroots effort to provide educators in every state and school district with tools to fashion their own curricula. It is a 418 page companion to Science for All Americans, providing statements of what all students should know or be able to do in science, mathematics, and technology by the end of grades 2, 5, 8, and 12. An emphasis is placed on critical and independent thinking and problem-solving. The sheer amount of material being taught should be reduced. The authors also believe an emphasis on the connections among science, mathematics, and technology should be emphasized. Benchmarks is a compendium of specific science literacy goals that are not a curriculum, but future reports include a reference that may be organized in any manner one chooses.

STUDENTS WITH DISABILITIES: Not mentioned except that Benchmarks emphasizes including all students: "It describes levels of understanding and ability that *all* [italics original] students are expected to reach on the way to becoming science-literate"(p. XII).

Status of Education | **Desired Outcomes** DO-2 | Reform Initiatives

Geography for Life: The National Geography Standards

AUTHOR: Geography Education Standards Project
DATE: 1993
SOURCE: National Council for Geographic Education (NCGE)

TO OBTAIN: Geography Education Standards Project
1600 M Street, NW, Suite 2611
Washington, DC 20036

ADDITIONAL RESOURCES: Geography Assessment Framework for the 1994 National Assessment of Educational Progress (NAEP) (CCSSO, 1993); Guidelines for Geographic Education: Elementary and Secondary Schools (Joint Committee on Geographic Education, 1984).

DESCRIPTION OF REPORT: This is the third draft of the national geography standards.

The inclusion of geography in Goal 3 of the National Education Goals reflects a growing sense among the people of the United States that comprehensive geographic knowledge, and an awareness of the significance of that knowledge, is critical to understanding the world. A single level of performance was established to set the world class standards. The geography standards were developed through a broad-based consensus process that involved all the major geography organizations in the United States. These organizations include the American Geographical Society, Association of American Geographers, Alliance for Environmental Education, National Council of Geographic Education, and the National Geographic Society.

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education | **Desired Outcomes DO-3** | Reform Initiatives

National History Standards Project: Progress Report and Sampler of Standards

AUTHOR: National Center for History in the Schools
DATE: 1994
SOURCE: National History Standards Project, funded by the National Endowment for Humanities and the U.S. Department of Education

TO OBTAIN: The National Center for History in the Schools
University of California, Los Angeles
10880 Wilshire Boulevard, Suite 761
Los Angeles, CA 90024-4108

ADDITIONAL RESOURCES: Raising Standards for American Education (NCEST, 1992).

DESCRIPTION OF REPORT: This is a progress report of the National History Standards Project. The report provides the philosophical base for standards development in history. Standard-setting efforts are in process for general K-4 history topics, and U.S. and world history for grades 5-12. This report provides a summary of standards in each of these areas. Additionally there is a sampler of standards and a timeline for the future activities of the National History Standards Project.

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education | **Desired Outcomes** **DO-4** | Reform Initiatives

National Standards for Arts Education: What Every Young American Should Know and Be Able To Do in the Arts

AUTHOR: Consortium of National Arts Education Associations
DATE: 1994
SOURCE: Grants from U.S. Department of Education, the National Endowment for the Arts, and the National Endowment for the Humanities

TO OBTAIN: Music Educators National Conference
1806 Robert Fulton Drive
Reston, VA 22091

ADDITIONAL RESOURCES: Standard-setting projects in other content areas include:

Mathematics Standards:
The National Council of Teachers
of Mathematics
1906 Association Drive
Reston, VA 22091

Civics Standards:
Center for Civics Education
5146 Douglas Fir Road
Calabasas, CA 91302

English Standards:
Center for the Study of Reading
National Council of Teachers of English
International Reading Association
174 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

DESCRIPTION OF REPORT: With passage of the Goals 2000: Educate America Act, the arts were added as a core subject in Goal 3. This 142 page book establishes educational standards for the arts. The standards spell out what every young American should know and be able to do in the arts. Material is presented in Grades K-4, Grades 5-8, and Grades 9-12. Within each group, the arts are subdivided into four disciplines: dance, music, theatre, and visual arts. Content standards and achievement standards are provided for the various competencies. Weight or emphasis of any competency is not established because the standards are intended to create a vision for learning, not a standardized instructional system.

STUDENTS WITH DISABILITIES: Not mentioned.

How Do We Get There? Reform Initiatives

This section contains summaries of documents that offer possible solutions for improving the current performance of educational systems.

RI-1 A Guide to Building Support for Education Reform

RI-2 Transforming Education: Overcoming Barriers

RI-3 What Communities Should Know and Be Able to Do About Education

RI-4 Community Action Tool Kit

RI-5 Assessment, Equity, and Diversity in Reforming America's Schools

RI-6 Education Reforms and Special Education: The Era of Change for the Future

RI-7 Serving the Nation's Students with Disabilities: Progress and Prospects

RI-8 Education Issues of the 1990s

RI-9 The Federal Role in Improving Elementary and Secondary Education

RI-10 Issues and Options in Outcomes-Based Accountability for Students with Disabilities

RI-11 Issues and Recommendations Regarding Implementation of High School Graduation Tests

RI-12 Building a System to Connect School and Employment

RI-13 Transition from School to Work: States Are Developing New Strategies to Prepare Students for Jobs

RI-14 Vocational Education: Status in School Year 1990-1991 and Early Signs of Change at Secondary Level

RI-15 The Debate on Opportunity-to-Learn Standards

RI-16 Opportunity to Learn: Issues of Equity for Poor and Minority Students

RI-17 Improving Student Performance: New Strategies for Implementing Higher Standards

RI-18 Measuring What Counts: A Conceptual Guide for Mathematics Assessment

RI-19 Performance Assessment Sampler

RI-20 CEC Mini-Library: Performance Assessment

RI-21 Violence and Youth: Psychology's Response

Of the 21 reports on reform initiatives, 11 include information on students with disabilities. Of course, the focus of several of these documents is students with disabilities.

Status of Education | Desired Outcomes | **Reform Initiatives RI-1**

A Guide to Building Support for Education Reform

AUTHOR: National Governors' Association (NGA)
DATE: 1993
SOURCE: National Governors' Association Task Force on Education

TO OBTAIN: National Governors' Association
444 North Capitol Street
Washington, DC 20001-1512
(301) 498-3738

ADDITIONAL RESOURCES: Redesigning an Education System: Early Observations from Kentucky (David, 1993); The Governor's 1990 Report on Education (NGA, 1990).

DESCRIPTION OF REPORT: This guide is intended to assist governors and states in efforts to engage the public in education reform. Finding common language and goals is difficult. According to a Harris Education Research Center survey asking if one agrees with the notion that most recent graduates from high school "learn to write well," the results are varied: 66% of students agree, 56% of parents agree, but only 12% of employers agree. An argument is presented that governors need to be the leaders of school reform. The guide shows how governors and states have worked to engage the public in educational reform. It focuses on important strategies to consider during the process of building public support for education reform that will meet the National Education Goals. Major sections of this guide are: Building Public Support, Strategies to Consider, Communicating the Message, and State Contacts/Advisory Group. Some of the key topics on strategies are:

- Begin reform armed with the facts
- Include the public from the beginning
- Recognize change comes from the bottom up
- Build momentum from a broad-based coalition
- Know that reaching out requires resources
- Prepare for the long haul
- Avoid jargon
- Expect the unexpected

The section on communicating the message discusses information campaigns that have been effective.

STUDENTS WITH DISABILITIES: Not mentioned.

Transforming Education: Overcoming Barriers

AUTHOR: David, J. L., & Goren, P. D.
DATE: 1993
SOURCE: National Governors' Association (NGA), The Center for Policy Research.

TO OBTAIN: National Governors' Association
444 North Capitol Street
Washington, DC 20001-1512
(301) 498-3738

ADDITIONAL RESOURCES: Transforming State Education Agencies to Support Education Reform (David, 1994); From Rhetoric to Action: State Progress in Restructuring the Education System (NGA, 1991); State Actions to Restructure Schools: First Steps (David, Cohen, Honetshlager, & Traimen, 1990).

DESCRIPTION OF REPORT: This report provides an in-depth examination of efforts to restructure the country's education system and the barriers that are encountered. In an effort to identify the reasons why progress seems to lag behind early expectations for reform, a research team visited more than thirty schools in five states that are reputed to be leaders in reform. Interviews were conducted with teachers, students, site administrators, parents, business leaders, superintendents, clerical staff, school board members, and union leaders. Five categories of barriers were identified:

- Lack of clear direction
- Weak incentives for change
- Regulatory and compliance mentality
- Limited learning opportunities for educators
- Poor communication

Steps governors can take to promote school reform were also identified.

STUDENTS WITH DISABILITIES: Discusses overcoming regulatory barriers and other reform initiatives, including regulations that make inclusion of students with disabilities in general education classrooms difficult.

What Communities Should Know and Be Able To Do About Education

AUTHOR: Education Commission of the States (ECS)
DATE: July, 1993
SOURCE: ECS, Annenberg/Corporation for Public Broadcasting

TO OBTAIN: Education Commission of the States
707 - 17th Street, Suite 2700
Denver, CO 80202-3427
Publication # SM-93-1
(303) 299-3626

ADDITIONAL RESOURCES: Extending the Reach of Reform: 1994 Education Agenda (Policy and Priorities Committee, 1994); State Education Governance Structures (McCarthy, Langdon, & Olson, 1993); Restructuring the Education System (ECS, 1992).

DESCRIPTION OF REPORT: This 36 page report/workbook provides basic information on effective community-building techniques that are thought to be vital to successful reform of educational systems. Although, the focus is on improving mathematics and science education, the principles are similar for any aspect of educational reform. Bringing the selected community together and steps to take after they are together are addressed in early chapters. Information on efforts at community-building in some areas is provided, including: Alaska, Arkansas, Connecticut, Indiana, South Carolina, and Vermont. Worksheets included are:

- Organizing for Involvement
- Generating Discussion and Debate
- Generating Dialogue About Math and Science Education
- Good News! Questions and Criticisms Are Signs of Progress

The appendices are:

- Working with the Media
- Examples of Evidence of Success in Building Community Support
- Thoughts on Fundraising
- Resources

STUDENTS WITH DISABILITIES: Not mentioned.

Community Action Tool Kit

AUTHOR: National Education Goals Panel
DATE: 1994
SOURCE: National Education Goals Panel (NEGP)

TO OBTAIN: National Education Goals Panel
1850 M Street, NW, Suite 270
Washington, DC 20036

ADDITIONAL RESOURCES: National Education Goals Report; Volume One: National Report; Volume Two: State Report (NEGP, 1994); Promises to Keep: Creating High Standards for American Students (NEGP, 1993a); Goal 2 Technical Planning Subgroup on Core Data Elements: Report to the National Education Goals Panel (NEGP, 1993a).

DESCRIPTION OF REPORT: The Tool Kit is produced by the National Education Goals Panel to assist local reformers in restructuring education. Federal legislation requires that the Goals Panel identify promising and effective reform strategies and recommend actions to state and local governments.

The Community Action Tool Kit includes the following five reports:

1. Guide to Goals and Standards describes what is at stake and introduces the goals process.
2. Community Organizing Guide details step-by-step process to mobilize communities.
3. The Handbook for Local Goals Reports is a guide for developing a local assessment of your community's progress toward the National Education Goals.
4. A Guide to Getting Your Messages Out provides information to increase the impact of grassroots communication techniques and media relations activities.
5. Resources Directory lists organizations that can serve as resources for local communities.

The Tool Kit includes handouts and public service audiotapes to facilitate the dissemination of information.

STUDENTS WITH DISABILITIES: The terminology throughout the Tool Kit refers to "all" students without specifically commenting on students with disabilities. Organizations concerned with students with disabilities are included in the Resources Directory.

Status of Education | Desired Outcomes | **Reform Initiatives RI-5**

Assessment, Equity, and Diversity in Reforming America's Schools

AUTHOR: Winfield, L. F., & Woodward, M. D.
DATE: February, 1994
SOURCE: National Center for Research on Evaluation, Standards, and Student Testing (NCRESST)

TO OBTAIN: NCRESST
Graduate School of Education
University of California-Los Angeles
Los Angeles, CA 90024-1522
(310) 206-1532

ADDITIONAL RESOURCES: Performance Assessment: High Hopes, High Standards (Baker, 1992); Accountability and Alternative Assessment: Research and Development Issues (Herman, 1992).

DESCRIPTION OF REPORT: This-23 page document evaluates many of the current reform efforts (national standards and assessments, opportunity to learn, and increased federal involvement in education), with a particular focus on the issue of equity. Specifically, the authors argue that reform efforts do not take into account existing inequities in the education of students from different racial/ethnic groups and this reflects an over-reliance on top-down policy.

A good deal of discussion is devoted to methods of measuring progress toward opportunity to learn standards (OTL). Though a number of problems are associated with OTL standards, the authors believe that OTL provides the most promise of addressing the conditions of current inequities. The movement toward performance or alternative testing is also applauded for its greater likelihood of incorporating a multicultural orientation. In general, the authors suggest that real reform must closely relate to practices in the classroom or they will only serve a symbolic and political function. A few recommendations are provided for achieving equity and increased student outcomes.

STUDENTS WITH DISABILITIES: Not mentioned.

Education Reforms and Special Education: The Era of Change for the Future

AUTHOR: The Regional Resource and Federal Center Program
DATE: April, 1992
SOURCE: Office of Special Education Programs
South Atlantic Regional Resource Center
Florida Atlantic University

TO OBTAIN: South Atlantic Regional Resource Center
Florida Atlantic University
1236 North University Drive
Plantation, FL 33322
(305) 473-6106

ADDITIONAL RESOURCES: Issues and Trends in Special Education (Hales & Carlson, 1992).

DESCRIPTION OF REPORT: This report was produced as a resource for special education leadership. It addresses specific issues related to education reform and its impact on students with disabilities. Specifically, this report summarizes state reform efforts that have an impact on general and special education in an attempt to accomplish three goals: (a) to provide State Directors of Special Education with a perspective on how reforms in their states compare to reform activities across the nation, (b) to facilitate the sharing of information among states by identifying contact persons, and (c) to act as a vehicle for predicting future trends and national needs. Reform options that are highlighted fall into four broad categories:

- Decentralizing authority over schools, which includes school based management, more professional teaching conditions, and school choice in public education
- Holding schools more accountable for performance
- Altering the content and process of classroom instruction
- Strengthening school-community links

A matrix highlighting various reform activities implemented at the state and local levels is included.

STUDENTS WITH DISABILITIES: Special education reform is the focus of this document. Summaries of current reform initiatives underway in most states and territories are provided, as well as the name and phone number of a contact person available to distribute further information.

Status of Education | Desired Outcomes | **Reform Initiatives RI-7**

Serving the Nation's Students with Disabilities: Progress and Prospects

AUTHOR: National Council on Disability (NCD)
DATE: 1993
SOURCE: National Council on Disability (NCD)

TO OBTAIN: National Council on Disability
800 Independence Avenue, SW
Suite 814
Washington, DC 20591

ADDITIONAL RESOURCES: The Education of Students with Disabilities: Where Do We Stand? (National Council on Disability, 1991).

DESCRIPTION OF REPORT: This report surveys the current status of students with disabilities and the impact of school reform on these students. Many of the findings reveal that special education remains a relatively isolated service system. The current status of special education students is evaluated by school compliance to federal laws, disabled student performance on standardized tests, and graduation rates.

This report specifically investigates the impact that America 2000: An Education Strategy (transformed into Goals 2000: Educate America Act) has on students with disabilities. Thus, the report focuses on the consequences of standards, accountability, and increased data collection programs at the state and local level. The council presents a number of recommendations for policymakers and other constituencies of special education.

STUDENTS WITH DISABILITIES: Focus of the entire report.

Status of Education | Desired Outcomes | **Reform Initiatives RI-8**

Education Issues of the 1990s

AUTHOR: Policy Information Center; Educational Testing Service (ETS)
DATE: 1993
SOURCE: Educational Testing Service

TO OBTAIN: ETS Policy Information Center
04-R Rosedale Road
Princeton, NJ 08541-0001

ADDITIONAL RESOURCES: Linking Educational Assessments: Concepts, Issues, [illegible]uals, and Prospects (Mislevy, 1992); Training to Be Competitive: Development of Other Skills and [illegible]dge of the Workforce (Barton, 1991); The State of Inequality (ETS, 1991); State Education Indic[illegible]easured Strides, Missing Steps (ETS, 1989).

DESCRIPTION OF REPORT: The report contains excerpts, or in some cases, whole arti[illegible] from a large portion of the Policy Information Center's publications since 1989. The primary purpose o[illegible]e Policy Information Center is to supply information and analysis in the service of policymakers. Included topics are:

- Gender gap
- Choice
- School finance
- Family
- Course taking
- Top performance
- Teaching
- Minorities
- Linking tests
- Tracking
- Testing
- Equity
- Science and mathematics indicators
- Reform
- School readiness
- School-to-work
- Training at work

STUDENTS WITH DISABILITIES: Not mentioned.

The Federal Role in Improving Elementary and Secondary Education

AUTHOR: Congressional Budget Office
DATE: May, 1993
SOURCE: Congress and Budget Office

TO OBTAIN: U.S. Government Printing Office
Superintendent of Documents
Mail Stop: SSOP
Washington, DC 20302-9328
(202) 226-2809

ADDITIONAL RESOURCES: The Study of Federal Policy Implementation: Infants/Toddlers With Disabilities and Their Families, A Synthesis of Results (Gallagher, 1994); Systemwide Education Reform: Federal Leadership Could Facilitate District-Level Efforts (GAO, 1993); To Secure Our Future: The Federal Role in Education (National Center on Education and the Economy, 1989).

DESCRIPTION OF REPORT: This report provides a description of the federal role in improving education, including an overview of federal programs, a profile of American elementary and secondary education, and options for the federal role in assisting educational reform. The options weight the states' rights and abilities to govern their educational programs and the potential of the federal government to fund and standardize educational reform. In general, the role of the federal government will likely remain indirect by offering states incentives for participating in federal programs. The programs addressed in this report include:

- School delivery standards
- Testing
- School improvement plans
- Professional development

The report covers past federal efforts to improve America's schools and their results. The profile of education focuses primarily on inputs (expenditures) and somewhat on student outcomes (NAEP, graduation, etc.). The results indicate that, contrary to what many people feared, the quality of American education has not been declining since the 1980s.

STUDENTS WITH DISABILITIES: Special education is discussed briefly as one of the federally funded programs that targets specific populations.

Issues and Options in Outcomes-Based Accountability for Students With Disabilities

AUTHOR: Center for Policy Options in Special Education
DATE: 1994
SOURCE: Office of Special Education and Rehabilitative Services (OSERS)

TO OBTAIN: Center for Policy Options in Special Education
Institute for Study of Exceptional Children and Youth
University of Maryland at College Park
College Park, MD 20742-1161

ADDITIONAL RESOURCES: Issues and Options in Restructuring Schools and Special Education Programs (McLaughlin & Warren, 1992); Doing Things Differently: Issues and Options for Creating Comprehensive Schooling Services for Children and Youth with Emotional and Behavioral Disturbances (McLaughlin, Leone, Hopfengardner, Warren & Shofield, 1994).

DESCRIPTION OF REPORT: The purpose of this document is to create awareness of issues related to including students with disabilities in outcomes-based accountability systems and to provide options for implementing such systems. According to this document, the four sets of decisions that must be made when creating an outcomes-based accountability system are: select outcomes for all educational programs, establish performance standards, identify assessment strategies, and identify accountable parties. Issues and options are presented in parallel structure (for each issue, a set of options is presented). Following the options the authors present a set of steps necessary to put an outcomes-based accountability system into practice. The steps are necessary regardless of what choices are made for each issue.

The document focuses on outcomes-based assessment at the local and district level for a number of reasons. Current reform efforts have been largely at the grassroots level, with schools being made accountable for all students. Second, while states are charged with assuring a free, appropriate public education for students with disabilities, provision of services falls to school district personnel. Included is discussion of whether the IEP is effective in assessing student outcomes; IEPs often function primarily as compliance monitoring tools. Thus, a restructured IEP may assist accountability efforts.

STUDENTS WITH DISABILITIES: Focus of entire report.

Status of Education | Desired Outcomes | **Reform Initiatives RI-11**

Issues and Recommendations Regarding Implementation of High School Graduation Tests

AUTHOR: Mehrens, W. A.
DATE: 1993
SOURCE: North Central Regional Education Laboratory (NCREL)

TO OBTAIN: North Central Regional Education Laboratory
1900 Spring Road, Suite 300
Oak Brook, IL 60521

ADDITIONAL RESOURCES: The Test of Testing: Making Appropriate and Ethical Choices in Assessment (Bell, 1994); Legal Implications of High Stakes Testing: What States Should Know (Phillips, 1993).

DESCRIPTION OF REPORT: This document is the first in a series of policy papers concerning high stakes student assessment programs (the use of test results to make important decisions about the test taker). The intended audience is education policymakers and those who influence or are influenced by education policy decisions. The papers offer a balance of the latest research-based and theory-based information. The papers describe the trade-offs of education policy decisions in sufficient detail to assist policymakers in making informed decisions about high stakes student testing and assessment programs. Some of the issues discussed in this document are:

- Core Curriculum/Test Specification
- Psychometric (validity, field testing, standard setting, etc.)
- Education (early grade testing, retesting, remediation, etc.)
- Legal
- Policy/Administrative
- Human and Financial Resource (staffing needs, advisory committees, financial resources, etc.)

STUDENTS WITH DISABILITIES: One recommendation proposed by Mehrens is to enact an administrative rule regarding testing issues related to special education students and students with IEPs.

Status of Education | Desired Outcomes | **Reform Initiatives RI-12**

Building a System to Connect School and Employment

AUTHOR: CCSSO
DATE: 1994
SOURCE: Council of Chief State School Officers (CCSSO), American Youth Policy Forum

TO OBTAIN: American Youth Policy Forum
1001 Connecticut Avenue, NW, Suite 719
Washington, DC 20036-5541

ADDITIONAL RESOURCES: Improving the Transition from School to Work in the United States (Kazis, 1994); Training for Work: What the U.S. Can Learn from Europe, (American Youth Policy Forum & Education Writers Association, 1994).

DESCRIPTION OF REPORT: With the goal of building a coherent and effective system of youth development and career preparation for all of America's youth, this report provides documentation of the issues that must be addressed and the resources that must be assembled. It does not attempt to provide definitive solutions. The report consists of written presentations from five different seminars held in 1991 and 1992. For each of the first four seminars a background brief is provided, followed by presentations, and concluding with discussion. The fifth seminar was a roundtable.

The major topics were:

- Recent Developments in Preparing Youth for Employment
- Approaches from Other Countries on Preparing Youth for Employment
- Setting Qualifications for Employment--The Role of Employers and Unions
- Improving Federal Policies for Youth Employment Programs
- Essential Components of Quality School- and Work-based Programs for Youth

STUDENTS WITH DISABILITIES: Not mentioned.

Transition from School to Work: States Are Developing New Strategies to Prepare Students for Jobs

AUTHOR: United States General Accounting Office (GAO)
DATE: September, 1993
SOURCE: United States General Accounting Office

TO OBTAIN: U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20884-6015

ADDITIONAL RESOURCES: Training Strategies: Preparing Noncollege Youth for Employment in the U.S. and Foreign Countries (GAO/HRD 1990)

DESCRIPTION OF REPORT: There is growing concern that many youth are leaving school ill-prepared for work. In an attempt to increase the skills of our students, reform efforts have focused on implementing school-to-work transition programs. This report provides an overview of the status of comprehensive school-to-work transition studies at the state level. Six local work-to-school transition programs are highlighted for the comprehensiveness of the strategies. These strategies target four interrelated components of a successful transition to the world of work:

- Process for developing academic and occupational competencies
- Career education and development
- Extensive link between school systems and employers
- Meaningful workplace experiences

Possible federal policy options for assisting these local programs are discussed.

STUDENTS WITH DISABILITIES: Mentioned only as previous recipients of school-to-work programs.

Vocational Education: Status in School Year 1990-1991 and Early Signs of Change at Secondary Level

AUTHOR: United States General Accounting Office
DATE: 1993
SOURCE: U.S. General Accounting Office (GAO)

TO OBTAIN: U.S. General Accounting Office
P.O. Box 6015
Gaithersburg, MD 20884-6015
Report # GAO/HRD-93-71

ADDITIONAL RESOURCES: Regulatory Flexibility in Schools: What Happens When Schools Are Allowed to Change the Rules? (GAO, 1994); Occupational Skill Standards: Experience Shows Industry Involvement to Be Key (GAO, 1993); Transition from School to Work: States Are Developing New Strategies to Prepare Students for Jobs (GAO, 1993).

DESCRIPTION OF REPORT: This report presents preliminary findings of two, four-year studies (one on secondary schools and one on post-secondary schools). The results indicate that secondary schools have begun to improve their vocational-technical programs since the enactment of the Perkins amendments (P.L. 101-392). Details of these improvements and other requirements of the Perkins amendment are contained in this report. One component that continues to need improvement is a comprehensive vocational education data system.

STUDENTS WITH DISABILITIES: Preliminary findings indicate that students with disabilities (one of three targeted groups) participate in vocational education at a rate that is the same or greater than non-targeted students. Additional information concerning students with disabilities includes the percent of schools providing special services in vocational education and the level of parental involvement.

The Debate on Opportunity-to-Learn Standards

AUTHOR: Traiman, S. L.
DATE: 1993
SOURCE: National Governors' Association, Center for Policy Research

TO OBTAIN: National Governor's Association
444 North Capitol Street
Washington, DC 20001-1512
(301) 498-3738

ADDITIONAL RESOURCES: Opportunity to Learn and the State's Role in Education (Elmore & Furham, 1993).

DESCRIPTION OF REPORT: Opportunity-to-learn standards are intended to provide a way to determine whether all students have been exposed to the learning opportunities they need to prepare them to meet high academic standards. The National Governors' Association Task Force on Education met in 1993 and produced a statement entitled, "Providing an Opportunity to Learn: Principles for States." This report presents the task force's statement and discusses issues, concerns, and recommendations related to the development and implementation of opportunity-to-learn standards. It highlights the different perspectives in the debate, reviews the state role in opportunity to learn, provides examples of particular state approaches and suggests next steps for state policymakers.

Seven principles were identified that could define a state action agenda on opportunity-to-learn standards:

- Provide state leadership and support for systemic education reform
- Establish challenging expectations for student learning
- Hold schools accountable for continuous improvement in student performance
- Help schools focus on improving opportunities for students to achieve high standards
- Target assistance now to low-performing schools
- Take action for students when schools continue to fail
- Develop continuing policy feedback on opportunity to learn

The key issues in the debate on opportunity-to-learn standards are: How are they defined? What is their purpose and use? When should they be developed? What is the federal role? The report concludes with the approach taken by four states that received NGA funding to implement opportunity-to-learn standards (California, New York, South Carolina, and Vermont).

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education | Desired Outcomes | **Reform Initiatives RI-16**

Opportunity to Learn: Issues of Equity for Poor and Minority Students

AUTHOR: Stevens, F. I.
DATE: 1993
SOURCE: American Educational Research Association (AREA), National Center for Education Statistics (NCES), Office of Educational Research and Improvement (OERI).

TO OBTAIN: NCES
U.S. Department of Education
Washington, DC 20208-5574
Report No. 93-232

ADDITIONAL RESOURCES: Opportunity to Learn and the State's Role in Education (Elmore & Furham, 1993).

DESCRIPTION OF REPORT: This report describes a survey designed to obtain information about how public school districts handle the collection and analysis of student outcome data. Survey questions include: Do districts have the capacity to analyze opportunity to learn information? How interested are districts in opportunity to learn data? What obstacles do districts face in collecting and analyzing opportunity to learn data? The survey was sent to 142 school districts; 64% responded. The author concludes that "opportunity to learn is virtually an unknown concept in the United States" (p. 31). She also concludes that students' differences in academic achievement are not being viewed within the context of opportunity to learn. The data currently being gathered do not provide information for instructional decision making. The author calls for changes in the way data on opportunity to learn are gathered and also on how those data are used.

Some key information that is provided includes:

- 99% of surveyed school districts use norm-referenced tests
- 81% of surveyed school districts use criterion-referenced testing
- 45% of surveyed school districts use performance-based testing
- Percentages of school districts collecting norm-referenced data by subject are: reading, 98%; math, 99%; science, 51%
- Percentages of school districts collecting criterion referenced data by subject are: reading, 71%; math, 78%; science, 35%
- Science is being under-tested
- 92% of the districts did not use opportunity-to-learn variables when dividing data in subgroups

No information was gathered to see whether student achievement was in any way attributed to teachers' instructional practices.

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education | Desired Outcomes | **Reform Initiatives**
RI-17

Improving Student Performance: New Strategies for Implementing Higher Standards

AUTHOR: Cordell, F. D., & Walters, J. T.
DATE: 1993
SOURCE: The Center for Peak Performing Schools

TO OBTAIN: The Center for Peak Performing Schools
710 - 11th Avenue, Suite 210
Greeley, CO 80631

ADDITIONAL RESOURCES: Education Reform: School-Based Management Results in Changes in Instruction and Budgeting (GAO, 1994); Standards for Practice for Learner-Centered Schools (Darling-Hammond, 1992).

DESCRIPTION OF REPORT: The authors propose school reform based on building "Championship Schools" by a district wide reform effort that includes: infusing new curriculum and instructional practices, adopting effective school processes, hiring new teacher talent, selecting new management styles, decentralizing decision making, infusing accountability processes, and adopting outcomes-based principles. The steps needed to redesign schools are described. The complex system of current public schools is compared to a conceptual model of Championship Schools. Principles behind traditional schools are:

- Teaching and teacher centered
- Rugged individualism
- Natural selection
- Mass production
- Equal opportunity (as a result of court action in the 1950s)

The proposed principles for Championship Schools are:

- Learner centered
- Learning centered
- Quality with equity
- High standards with high expectations
- Mass personalization

Additionally, there are eight transformational processes and seven design tasks that are to be faced by school board members, superintendents, principals, and teachers. Finally, the authors develop an example of structured communication processes used to assist people through the transition.

STUDENTS WITH DISABILITIES: Not mentioned.

Measuring What Counts: A Conceptual Guide for Mathematics Assessment

AUTHOR: Mathematical Sciences Education Board
DATE: 1993
SOURCE: National Research Council, National Academy of Sciences

TO OBTAIN: National Academy Press
2101 Constitution Avenue, NW
Box 285
Washington, DC 20055
(800) 624-6242

ADDITIONAL RESOURCES: Everybody Counts (National Research Council, 1989); Professional Standards for Teaching Mathematics (NCTM, 1991); Curriculum and Evaluation for School Mathematics (NCTM, 1989).

DESCRIPTION OF REPORT: Measuring What Counts contends that assessment in support of standards must not only measure results but must also contribute to the education process by supporting content, learning and equity. This document provides a framework for those attempting to develop mathematic assessments aligned to the national standards. Recommendations are provided for developing assessments that meet the three fundamental educational principles:

- The Content Principle—assessment should reflect the mathematics that is most important for students to learn.
- The Learning Principle—assessment should enhance mathematics learning and support good instructional practice.
- The Equity Principle—assessment should report every student's opportunity to learn important mathematics.

In addition, this document addresses the issues of alternative assessments (authentic, portfolio, and others) and accountability. Three commissioned papers are included: Effects of Mandated Testing in Instruction (Hancock & Kilpatrick), Design Innovations in Measuring Mathematics Achievement (Dunbar & Witt), and Legal and Ethical Issues in Mathematics Assessment (Pullin).

STUDENTS WITH DISABILITIES: The authors recognize that there is great potential for mathematics assessment and accountability to have a disproportionate impact on students with disabilities. They recommend that each content standard be scrutinized to determine whether the standard will be a barrier to the participation of students with disabilities. Specifically, authentic assessments are identified as the greatest potential impediment to students with physical or specific learning disabilities.

Performance Assessment Sampler

AUTHOR: Educational Testing Service, Policy Information Center
DATE: 1993
SOURCE: Educational Testing Service (ETS)

TO OBTAIN: Educational Testing Service
Policy Information Center
Princeton, NJ 08541
(609) 734-5694

ADDITIONAL RESOURCES: Testing in America's Schools (Barton & Coley, 1994); Linking Educational Assessments: Concepts, Issues, Methods, and Prospects (Mislevy, 1992)

DESCRIPTION OF REPORT: This sampler is a 249-page workbook containing samples of some types of new assessment efforts. It is designed for a person who quickly needs to get a "handle" on performance (or authentic) assessment. Excerpts are reproduced to acquaint the reader with specific projects. Information is provided on where to go to get more information for projects of interest. The table of contents reads:

- Aquarium Problem, New Standards Project
- PACKETS
- Kentucky Open Response Items
- Advanced Placement Calculus
- OERI Consumer Guide
- Arts PROPEL
- Multiple Challenges (NAEP)
- Learning by Doing (NAEP)
- NAEP's 1990 Writing Portfolio Study
- International Science Tasks (IAEP)
- From Measuring Up (Mathematical Sciences Education Board)
- "Piloting Pacesetter"
- From A Practical Guide to Alternative Assessment (ASCD)
- From CRESST Performance Assessment Models
- The CRESST Line, Portfolio Issue
- From Construction Versus Choice in Cognitive Measurement

STUDENTS WITH DISABILITIES: Not mentioned.

Status of Education | Desired Outcomes | **Reform Initiatives RI-20**

CEC Mini-Library: Performance Assessment

AUTHOR: Council for Exceptional Children
DATE: 1994
SOURCE: The Council for Exceptional Children, Office of Special Education Programs (OSEP)

TO OBTAIN: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

ADDITIONAL RESOURCES: Performance Assessment and Students with Disabilities (Coutinho & Malouf, 1993); Performance Assessment: High Hopes and High Standards (Baker, 1992); CRESST Performance Assessment Models: Assessing Content Areas Explanations (Baker, Aschbacher, Niemi, & Sato 1992); and The Use of Performance Assessment in the Classroom (Stiggins & Bridgeford, 1984).

DESCRIPTION OF REPORT: This selection of four booklets was assembled by the Council for Exceptional Children. Each booklet views performance assessment from a different perspective.

Creating Meaningful Performance Assessments: Fundamental Concepts (by Stephen N. Elliott). This 35-page booklet discusses key technical issues in the use of performance assessment. The author reports on some current research topics on performance assessment, including individual differences, task specificity, and scoring. A discussion of technical issues follows, including validity concerns, alignment of assessment with curriculum, and comparisons of results over time. The historical use of behaviroal assessments by special education is discussed in the context of uniting these assessments with performance assessments and greater inclusion of students with disabilities. The author urges caution in using performance assessments in high-stakes testing.

Connecting Performance Assessment to Instruction (by Lynn S. Fuchs). This 39-page booklet discusses the benefits of performance assessments in strengthening the connection between assessment and instruction, especially for students with disabilities. Previous efforts to link assessment to instruction are described: behavioral assessment, mastery learning, and curriculum-based measurement. The strengths and limitations of performance assessment are considered.

Performance Assessment and Students With Disabilities: Usage in Outcomes-Based Accountability Systems (by Margaret J. McLaughlin and Sandra Hopfengardner Warren). This 35-page booklet describes the experiences of state and local school districts in implementing performance assessment. Issues surrounding the use of performance assessment are explored, especially concerning students with disabilities. Case studies of performance assessment programs (Kentucky; Maryland; Vermont; Littleton, Colorado; and Arlington Heights, Illinois) reveal that performance assessments have permitted more students with disabilities to participate in assessments.

National and State Perspectives on Performance Assessment and Students With Disabilities (by Martha L. Thurlow). This 37-page booklet discusses trends in the use of performance assessment in large-scale testing programs. National data collection programs and state data collection programs are described, including a focus on how students with disabilities are being assessed. The author explores ways in which students with disabilities could more fully participate in large-scale assessments.

STUDENTS WITH DISABILITIES: The focus of all four volumes.

Violence and Youth: Psychology's Response. Volume 1: Summary Report of the APA Commission on Violence and Youth

AUTHOR: American Psychological Association
DATE: 1994
SOURCE: American Psychological Association

TO OBTAIN: Public Interest Directorate
American Psychological Association
750 First Street, NE
Washington, DC 200002-4242

ADDITIONAL RESOURCES: Violence and Youth: Psychology's Response, Volume II: Papers on the American Psychological Association Commission on Violence and Youth (APA, 1994).

DESCRIPTION OF REPORT: This report reviews what psychology has learned about the factors that contribute to youth violence, including recent estimates of prevalence (e.g., "6% of 11th grade Seattle students reported owning handguns"). The authors recommend using what we know about risk factors to buffer children from a "trajectory toward violence." Recommendations for psychological research and public policy are provided. The source is useful for creating, evaluating, and replicating effective preventive and treatment programs.

STUDENTS WITH DISABILITIES: Students with disabilities are identified by this document as one of the populations vulnerable to be victims of violence.

Conclusions

The 1993-94 time period clearly has been one of much activity. Some of this activity is reflected in the reports that are summarized in this document. We arbitrarily organized the documents according to the three categories of: (a) status of education, (b) desired outcomes, and (c) reform initiatives. Certainly many more reports on many additional topics have been produced. But, in terms of these three topics, the documents included here are fairly exhaustive for the national level. Consistent with the NCEO mission, we restricted our focus to national-level reform documents. We did not include the numerous school-based reform efforts that have been highlighted elsewhere.

It is interesting to note that students with disabilities are mentioned in several reports, even excluding those whose focus of interest is this group of students. For example, the adult literacy and proficiency levels are reported by disability category within Kirsch and colleagues' Adult Literacy in America. However, reports on the educational outcomes of students with disabilities remain the exception rather than the rule. Other reports that mention students with disabilities note services provided to this population (e.g., Vocational Education), or provide information on the context of their schooling (Violence and Youth). There is evidence of greater consideration directed toward students with disabilities in reform policies (e.g., Reforming Education, Overcoming Barriers, Measuring What Counts). Many of these efforts recognize that reform initiatives are intended to better the outcomes of all students, yet some fail to delineate how students with disabilities are to be included in the larger restructuring efforts (e.g., Benchmarks for Science Literacy, Community Action Tool Kit).

It is important for policymakers and practitioners to keep abreast of the expanding knowledge base of issues and practices put forth in the name of educational reform. This will not be an easy task. Hopefully, reports such as this Synthesis Update will be helpful to these endeavors.

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Appendix A

NCEO Products

Outcomes Series and Companion Documents

Educational Outcomes and Indicators for Grade 4
Educational Outcomes and Indicators for Early Childhood (Age 6)
Educational Outcomes and Indicators for Grade 8
Educational Outcomes and Indicators for Students Completing School
Educational Outcomes and Indicators for Individuals at the Post-School Level
Self-Study Guide to the Development of Educational Outcomes and Indicators
Developing a Model of Educational Outcomes
Consensus Building: A Process for Selecting Educational Outcomes and Indicators
Possible Sources of Data for Early Childhood (Age 3) Level Indicators
Possible Sources of Data for Early Childhood (Age 6) Level Indicators
Possible Sources of Data for School Completion Indicators
Possible Sources of Data for Post-School Level Indicators

State Reports

State Special Education Outcomes 1991
State Special Education Outcomes 1992
State Special Education Outcomes 1993
State Special Education Outcomes 1994

Technical Reports

1. State Practices in the Assessment of Outcomes for Students with Disabilities
2. Inclusion of Students with Disabilities in National and State Data Collection Systems
3. Experts' Opinions on National Math Standards for Students with Disabilities
4. Experts' Opinions About the Appropriateness and Feasibility of National Math Standards
5. IEPs and Standards: What They Say for Students with Disabilities
6. The Identification of People with Disabilities in National Databases: A Failure to Communicate
7. Matching Information in National Data Collection Programs to a Model of School Completion Outcomes and Indicators
8. Availability of Data on School Completion Outcomes and Indicators
9. Matching State Goals to a Model of School Completion Outcomes and Indicators
10. Secondary Analysis of State Assessment Data: Why We Can't Say Much About Students with Disabilities

Synthesis Reports

1. Assessing Educational Outcomes: State Activity and Literature Integration
2. Synthesis Report Update 1992: Policy Groups and Reports on Assessing Educational Outcomes
3. Responses to Working Paper I: Conceptual Model of Educational Outcomes for Children and Youth with Disabilities
4. Testing Accommodations for Students with Disabilities: A Review of the Literature
5. Can "All" Ever Really Mean "All" in Defining and Assessing Student Outcomes?
6. Implications of Outcomes-Based Education for Children with Disabilities
7. Views on Inclusion and Testing Accommodations for Students with Disabilities
8. Synthesis Report Update 1993: Recent Activities in National Goals, Standards, and Tests
9. Outcome-Based Education: Its Relevance to State and National Decision-Making
10. The Effects of Standards and Assessment on Students in Special Education

11. National Goals, National Standards, National Tests: Concerns for All (Not Virtually All) Students with Disabilities
12. Implementation of Alternative Methods for Making Educational Accountability Decisions for Students with Disabilities
13. Making Decisions About the Inclusion of Students with Disabilities in Large-Scale Assessments
14. Opportunity-to-Learn Standards
15. Recommendations for Making Decisions About the Participation of Students with Disabilities in Statewide Assessment Programs

Brief Reports

1. Including Students with Disabilities in National and State Data Collection Programs
2. Starting School Ready to Learn
3. Increasing the High School Graduation Rate (Goal 2)
4. Improving Student Achievement and Citizenship (Goal 3)
5. Being First in the World in Science and Mathematics (Goal 4)
6. Pursuing Adult Literacy and Lifelong Learning (Goal 5)
7. Promoting Safe, Disciplined, and Drug-Free Schools (Goal 6)
8. Standards and Students with Disabilities: Reality or Virtual Reality?
9. Accommodating Students with Disabilities in National and State Testing Programs
10. Consistency Needed in Naming Disabilities in Data Collection Programs